

MEMORANDUM

May 29, 2007

TO: Planning, Housing, and Economic Development Committee
FROM: *CHS*
Charles H. Sherer, Legislative Analyst
SUBJECT: Discussion of phase 1 of the Collaboration Council's evaluation of the RecExtra program

Introduction At the County Council's request, the Collaboration Council is evaluating the RecExtra program. On May 25, 2007, they sent the first phase of the evaluation. "The purpose of this initial report is to describe what constitutes the RecExtra program, what the After School Activities Coordinators do and how they believe they are perceived, how funding is used, the programs that are a result of RecExtra, and the systems that are in place for tracking participation data."

"A final report will be produced in late summer, which will include findings and recommendations based on an analysis of the full period implementation in meeting the intent of RecExtra and effective practice in delivering out-of-school time programs to middle school youth."

Background In May 2006, the Council approved the expansion of this program from 10 to all 38 middle schools. As the Department's web page states, "This program is designed to enhance after school programs with recreational activities specifically planned for that school's student body. Every Montgomery County middle school has additional recreation programs during their current after-school time frame. Middle schools have three days of after-school programming."

As Mrs. Praisner's press release from May 2, 2006 stated, "The County's Rec Extra Program provides a variety of different recreation and leisure activities in conjunction with the more traditional after school fare. This program provides a venue for youth in the 11-14 age range to experience and learn new activities. It also increases outreach to those students who are not typically involved in activities at their school."

“Unique Rec Extra activities enhance the traditional school-sponsored programs by providing programs such as baby sitting instruction, sports including flag football, lacrosse, basketball, and tennis, STEP teams and cartooning. Rec Extra also offers off-site activities both after-school and on weekends including adventure activities such as kayaking, overnight camping trips, rock climbing, white water rafting, and caving.”

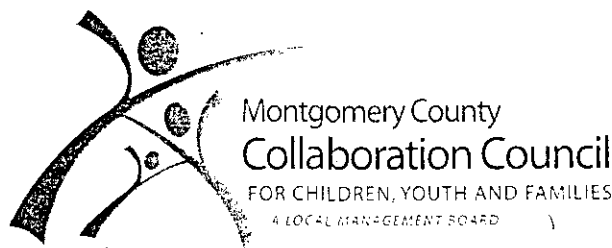
The following may attend:

Recreation staff: Gabriel Albornoz, Director
 Rita Howard, Division Chief
 Melanie Coffin

OMB staff: Jennifer Bryant, Management and Budget Specialist

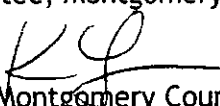
Collaboration Council staff: Carol Walsh

Rick Shattuck, author of the report



May 23, 2007

TO: Marilyn Praisner
Chair, PHED Committee, Montgomery County Council

FROM: Kathy Lally 
Executive Director, Montgomery County Collaboration Council for Children, Youth
and Families, Inc.

SUBJECT: Evaluation of RecExtra Program

When the County Council approved funding to expand the RecExtra program to all middle schools, the Council requested that the Collaboration Council evaluate the program.

The enclosed report represents the first phase of that evaluation. We have contracted with Shattuck & Associates, Inc. (S&A) of Mt. Airy, Maryland to do this work. S&A has considerable experience in assessing programs that serve adolescents. Both the Collaboration Council and S&A wish to recognize the Recreation Department's full cooperation in this evaluation effort as the department seeks to learn how to enhance its services.

This report represents the first of two phases of the evaluation. The purpose of this initial report is to describe what constitutes the RecExtra program, what the After School Activities Coordinators do and how they believe they are perceived, how funding is used, the programs that are a result of RecExtra and the systems that are in place for tracking participation data.

A final report will be produced in late summer, which will include findings and recommendations based on an analysis of the full period implementation in meeting the intent of RecExtra and effective practice in delivering out-of-school time programs to middle school youth.

Both the Collaboration Council and Shattuck and Associates are available for discussion of this report as desired. We look forward to submission of the final report that can contribute to both policy-making and successful program implementation.

cc: Gabriel Albornoz, Director, Department of Recreation

RecExtra
Evaluation Report: Phase I

Prepared For
Montgomery County Collaboration Council
for Children, Youth and Families

By
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May 2007

Evaluation of RecExtra 2006-2007

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Introduction

Designed to provide reliable after school activities for middle school students, RecExtra is an effort involving the Montgomery County Recreation Department and Montgomery County Public Schools. The goals of the program are to build positive partnerships between school staff, PTA members, community organizations, and parents; to identify gaps in services; and to provide resources and expertise in the facilitation, promotion, and implementation of after school activities for middle school students. Although RecExtra has taken place at ten schools for over seven years, the County Council allocated funding to the Recreation Department to expand the program to all 38 middle schools in FY07.

With this expansion, the County Council requested that the Montgomery County Collaboration Council evaluate the RecExtra program. The Collaboration Council partnered with Shattuck & Associates, Inc. with input from the County Council's Office of Legislative Oversight to develop and implement an evaluation plan for RecExtra. Please see Appendix A for a copy of the evaluation plan.

This initial evaluation report provides background information on the history of RecExtra; an overview of the organization of the program; information on activities, attendance and program budget; and a summary of findings from a survey completed by the After School Activities Coordinator (ASAC) at each middle school.

Background

In Fiscal Year 1999, the County Council approved funding for the Interagency Coordinating Board for Community Use of Public Facilities (ICB/CUPF) to develop and implement the After School Activities Coordinator program, which was part of the County Executive's Middle School Initiative. These staff were charged with overseeing and coordinating after school activities in all 36 middle schools. Concurrently, the Department of Recreation began to implement the RecExtra Program, another component of the County Executive's Middle School Initiative. RecExtra programs were in place at ten middle schools (Banneker, Briggs Chaney, Farquhar, Hoover, Martin Luther King, John Poole, Rocky Hill, Silver Spring International, White Oak, and Earle B. Wood). In Fiscal Year 2003, the County Council transferred the After School Activities Coordinator program from ICB/CUPF to the Montgomery County Recreation Department (MCRD) to oversee and implement the program.

Originally, the ASAC position was funded based on the number of days the program was run at each school. For those schools with RecExtra programs, funding was set at 267 hours per year plus 25 hours of planning time; those schools without RecExtra programming were funded at 229 hours per year with 20 hours of planning time. Their responsibilities included:

- Conducting an assessment to identify the needs of students and their interests in after school programming;
- Working with administrators, parents, the PTA and community members to plan and coordinate all after school programming;
- Working with school administrators to recruit staff to deliver after school programs and to recruit and screen volunteers to assist staff;
- Promoting and advertising the after school programs;

- Overseeing on-site activities including solving communications issues and dealing with conflicts and emergencies;
- Making sure that students who stay after school are involved in an activity and that sponsors, office staff, parents, and administrators know where activities are located; and
- Monitor daily attendance and report the monthly attendance to the Recreation Department staff.

In FY07, the County Council funded the expansion of RecExtra from 10 Montgomery County Public Middle Schools to all 38 middle schools. The County's effort to expand after school programs goes beyond funding for RecExtra and also includes funding for after school programs at five high schools (see "Sports Academy Evaluation Report") and involvement in a community planning process to develop a strategic plan to develop Montgomery County's Out-of-School Time System.

The Collaboration Council, with funding from the Governor's Office for Children, took the lead in forming the Montgomery County Out-of-School Time System-Building Task Force made up of members from government (including a County Council member), community and private sectors. In January 2007, the Collaboration Council and the Task Force released a report, "Status of Out-of-School Time in Montgomery County, Maryland." The report "attempts to describe the current status of after school time in the county through the lens of the key components of the system: demand for and capacity of programs; program standards and quality; organization and professional development; and financing and resources." (NIOST, 2007)

Organization of RecExtra

The Montgomery County Department of Recreation (MCDR) is responsible for the implementation of the RecExtra program. In addition to the ASAC at each school, MCDR provides a recreation supervisor and six recreation specialists to support and monitor the 38 After School Activities Coordinators. The principal at each school is responsible for identifying a qualified person for the role of ASAC.

At most schools, the ASACs work three days per week and are paid for up to 292 hours of work for the school year, an increase of 63 hours from FY06. A few ASACs work two days per week and are paid for up to 203 hours of work for the school year, an increase of 50 hours from FY06. The ASACs' responsibilities for FY07 remain consistent with the responsibilities outlined above. Please see Appendix B for the complete job description of the ASAC.

Each Recreation Specialist works with six or seven ASACs and members of the school community to help build a positive partnership, identify gaps in services, and provide resources and expertise to help facilitate the organization, promotion, and implementation of activities. A Recreation Specialist may provide guidance for the ASAC around program planning; help develop promotional material; coordinate a search for an activities facilitator; or help tackle issues such as the need for an activity bus or a scholarship program. Please see Appendix C for the names of the recreation specialists and the names of the schools with whom they work.

Activities and Attendance

RecExtra staff teamed with the ASACs to develop and implement a system for collecting and managing tracking data including registration data, attendance data, and the number of sessions offered for each activity including those sponsored by the school, the PTA, and community based organizations as well as MCRD.

At the end of the month, each ASAC submits to MCRD tracking data that includes each after school activity; the days of the month when each activity took place; and the number of students who attended each session. MCRD staff enters the data into an Excel spreadsheet and generates monthly reports for each school. Please see Appendix D for an example of a monthly report for one school.

The table below shows a summary of data for the 12 after school activities that occurred at Farquhar Middle School for March 2007. Activities were offered on 12 school days during the month with average attendance of 89 students per day.

Table 1.

| Name of School: Farquhar Middle School | | | |
|--|--------------------|---|-----------------------------------|
| Month: March | | | |
| Name of Activity | Number of sessions | Total Attendance (sum of daily attendance) | Average Attendance per Session |
| Play Rehearsal | 9 | 338 | 38 |
| Soccer (Boys) | 6 | 154 | 26 |
| Soccer (Girls) | 9 | 192 | 21 |
| Track Challenge | 6 | 105 | 18 |
| Step Team | 2 | 34 | 17 |
| Leo | 4 | 68 | 17 |
| Homework (Thurs) | 3 | 43 | 14 |
| Newspaper | 3 | 30 | 10 |
| SGA | 4 | 39 | 10 |
| 24-7 | 3 | 25 | 8 |
| Homework (Tues) | 2 | 16 | 8 |
| Homework (Wed) | 4 | 21 | 5 |

Participant Characteristics

In February 2007, the Recreation Specialists partnered with the ASACs to collect baseline data from students participating in after school activities using a survey called the "RecExtra After School Activities Youth Baseline Survey." The survey assessed students' sense of self, school connectedness, grades, behaviors and consequences of behavior. Each Recreation Specialist collected data from two of the six or seven schools with whom they work. Twelve schools participated in the evaluation including Banneker, Farquhar, Poole, Eastern, Rocky Hill, Neelesville, Loiderman, Wood, Hoover, Takoma, King, and Montgomery Village.

A total of 433 students responded to the survey. Students reported participating in activities ranging from Step Club to Art Club to Jump Start Girls. A complete list of the activities respondents were participating in when they completed the survey can be found in Appendix E along with responses to all survey items. The table below shows the gender, grade, age, race, and ESOL status of students.

Table 2.

| Participant Characteristics | N | % |
|-------------------------------------|-------|-----|
| Gender: | | |
| Male | 174 | 41% |
| Female | 246 | 59% |
| Grade: | | |
| 6 th | 152 | 37% |
| 7 th | 122 | 28% |
| 8 th | 137 | 33% |
| Age: | | |
| Mean | 12.32 | |
| 10 | 1 | -- |
| 11 | 92 | 22% |
| 12 | 145 | 34% |
| 13 | 141 | 33% |
| 14 | 41 | 10% |
| 15 | 2 | 1% |
| Race (Check all that apply): | | |
| White/Caucasian | 154 | 36% |
| Black/African American | 149 | 34% |
| Hispanic/Latino | 66 | 15% |
| Asian/Pacific Islander | 40 | 9% |
| Am. Indian/AK Native | 8 | 2% |
| Other | 19 | 4% |
| ESOL* | | |
| Yes | 33 | 8% |
| No | 362 | 92% |

*Nine percent of respondents did not answer this question.

Budget

Table 3 shows the RecExtra budget for FY07. Most of the ASACs work three days per week and are paid for up to 292 hours of work for the year. The six recreation specialists, in addition to their role in RecExtra, are responsible for planning and implementing Teen Clubs and summer programs. One time costs for furniture and computers was \$17,500. "Other Program Costs" at each school include equipment needed for programs (i.e., chess sets, sports equipment), staff

costs for instructors, transportation costs to offsite activities, and fees associated with off-site programs (i.e. bowling lanes, climbing gym).

Table 3.

| Budget Item | Cost | Total |
|--|-------------|--------------|
| Recreation Supervisor (includes salary & benefits) | 79,240 | 79,240 |
| Recreation Specialist (6—includes salary & benefits; 38 schools at one specialist for every 6-7 schools; Specialist also responsible for Teen Clubs) | 65,550 | 389,300 |
| One Time Costs | | |
| • Furniture (one time cost) | 1,500 | 7,500 |
| • Computer (one time cost) | 2,000 | 10,000 |
| Other Expenses for each staff | | |
| • Land line | 400 | 2,800 |
| • Cell phone | 550 | 3,850 |
| Costs per school | | |
| • After School Activities Coordinators (38 ASACs for 292 hours per year) | 5,700 | 216,600 |
| • Other Program Costs | 7,500 | 285,000 |
| Total Program Cost | | \$994,290 |
| Total Program Cost per School (\$994,240 / 38 schools) | | \$26,166 |

After School Activities Coordinators Survey

The Collaboration Council and MCRD partnered with a Shattuck & Associates' evaluator to develop an on-line survey to provide a framework for understanding how the RecExtra program is perceived, organized and implemented at each school and to provide RecExtra staff with data to foster collaboration, systems planning and program implementation. Thirty-six ASACs completed the survey during the week of March 26th. See Appendix F for a copy of the survey.

The survey was organized around several broad areas including total and new activities offered this year, attendance and tracking capabilities and systems, and buy-in and support of key stakeholders. Below is a summary of key findings in aggregate. Individual school data is available to the MCRD staff. For results of all close-ended survey items, please see Appendix G.

After School Activities for September 2006 through March 2007

When asked about the number of activities that have taken place this school year and what groups sponsored the activities, 71% of ASACs indicated that more than 25 activities took place this year and that the schools sponsored 81% of the activities.

New Activities

When the ASACs were asked about the number of new activities at their schools and what percent of these new activities were a result of the RecExtra program:

- Thirty-two schools reported between 1 and 15 new programs while three schools reported no new programs.

- Of those 32 ASACs that reported new programs, 14 indicated that between 10% and 50% of the new programs were due to RecExtra and two schools indicated that 80% of new programs (10 programs at one school and 3 programs at another) were due to RecExtra. Fifteen ASACs reported that none of the new programs were a result of RecExtra.

Coordinator's Hours

Respondents were asked to think about all of the work that they have done this year as the ASAC and to approximate the percent of their time they spent on ten broad work areas. Key findings are listed below.

- Sixty percent of coordinators said they spend 20% or more of their time
 - Advertising and promoting programs to students, parents and teachers; and coordinating registration/enrollment.
 - Tracking and reporting youth participation and attendance.
- Forty-eight percent of coordinators indicated that they spend 20% or more of their time
 - Planning and coordinating with school staff and all after school program staff.
- Between one-third and one-half of coordinators said they spend 20% or more of their time
 - Planning and coordinating with school staff and all after school program staff.
 - Coordinating logistics including use of space, activity buses and security.
 - Coordinating/implementing procedures for sign out and locating students pending parent inquiry.

Attendance and Tracking

When asked about attendance and tracking systems and capabilities

- Sixty-eight percent said they could report the number of students (not duplicated) that have participated in at least one after school activity this school year.
- Ninety-four percent indicated that they could report the number of students who have participated in each activity offered this year.
- Fifty percent said they could report the number of students who participated in multiple after school activities.
- About eighty-five percent indicated that they use a combination of paper tracking logs (i.e., attendance sheets) and MS Excel to track and report attendance.

As reported in the "Activities and Attendance" section above, ASACs report the name of each after school activity; the days of the month when each activity took place; and the number of students who attended each session. As part of the next phase of the evaluation of RecExtra, ASACs will be asked to provide more specific information about the percent of students in each school who participate in RecExtra and students' degree of involvement (i.e., on occasion, only for a specific activity, once a week, etc).

Buy-In and Support

Respondents were asked a series of questions around key stakeholders perception and support of their work using a scale of 1 to 4 with 1=Strongly Disagree; 2=Disagree; 3=Agree; and 4=Strongly Agree. A few key findings are listed below.

- Over eighty-five percent of coordinators responded "Agree" or "Strongly Agree" that

- The school administration understands my role as an After School Activities Coordinator (86%).
 - The school administration cooperates fully with me (86%).
 - School personnel cooperate fully with me (86%).
 - The school administration cooperates fully with me. (88%).
 - That “my recreation department specialist supports me” (88%).
- Slightly more than half (57%) of coordinators responded “Agree” or ‘Strongly Agree”
 - That they are considered to be the “After School Administrator.”

Conclusion/Next Steps

This report provides background information and an overview of the RecExtra program funded by the County Council in FY07 as part of the Council’s efforts to further enhance the County’s Gang Prevention Initiative. The RecExtra program involves the Montgomery County Recreation Department and the Montgomery County Public Middle Schools working together to increase the availability of reliable after school activities for middle school students. MCRD funds the After School Activities Coordinators (selected by the school administration) to work with key stakeholders (i.e., school staff, PTA members, community organizations, parents) to help coordinate, promote and develop after school activities. RecExtra also funds a Recreation Supervisor and six Recreation Specialists to support the ASACs in building positive partnerships, identifying gaps in services and providing resources and expertise in the facilitation, promotion, and implementation of activities.

This report also describes the systems in place for collecting and managing tracking data at each school and presents findings from an on-line survey completed by ASACs at 36 middle schools. The survey was designed to gather information that would provide a framework for understanding how the RecExtra program is perceived, organized, and implemented at each school and to provide RecExtra staff with data to foster collaboration, systems planning and program implementation.

The next steps in the evaluation include collecting and analyzing student exit survey data (including satisfaction data); developing and implementing an on-line survey to assess the perception of key stakeholders (school principals, parents/PTA, Activity Providers and RecExtra staff) concerning the effectiveness and impact of RecExtra; examining actual expenditures with program budgets; and analyzing activity and attendance data to gather a more detailed picture of the type and number of activities being offered and who sponsors/funds the activities and the number of students being served. The final report will also present a discussion of effective after school programs for middle school students as found in the research literature.

Appendix A
RecExtra
Evaluation Plan 2006-2007

| Broad Question | Specific Information | Source | Time Frame |
|--|--|--|---------------------|
| What is the history and context of RecExtra? | <ul style="list-style-type: none"> ▪ History ▪ Funding Streams ▪ Theoretical framework ▪ Budgets ▪ Contracts ▪ Future Implications | MCCC County Council Recreation Dept | April 1 |
| How is RecExtra organized for 2006-2007? | <ul style="list-style-type: none"> ▪ Overall structure ▪ Staffing ▪ Collaboration with school ▪ Relationship to other programs in school ▪ Role of school ▪ Budget ▪ Outreach to youth/parents | Manager/Coordinators <ul style="list-style-type: none"> ▪ Rec Dept: Melanie Coffin ▪ After School Activities Coordinators--ASAC (on-line survey) | April 1 and June 30 |
| What activities are offered? | Aggregate and by school <ul style="list-style-type: none"> ▪ Types of Activities ▪ Specific Activities ▪ Specific Activities by # of sessions/length of sessions ▪ Organization of Activities: School organized v RecExtra organized; Free v Fee | Activity Descriptions Registration forms | April 1 and June 30 |
| Who is participating in RecExtra? | Aggregate and by school <ul style="list-style-type: none"> ▪ Grade ▪ Age ▪ Gender ▪ Race/Ethnicity | <ul style="list-style-type: none"> ▪ Registration Forms ▪ Attendance Forms ▪ Exit Survey (June only) | April 1 and June 30 |
| How many youth are participating in RecExtra activities? | Aggregate and by school <ul style="list-style-type: none"> ▪ Number of youth registered for at least one activity. ▪ Number of youth who have participated in RecExtra activities. ▪ Attendance rates/activity | <ul style="list-style-type: none"> ▪ Registration Forms ▪ Attendance Forms ▪ CLASS ▪ Exit survey (June only) | April 1 and June 30 |
| Deliverable #1 | Description of RecExtra for 2006-2007 | Shattuck & Associates to Collaboration Council | April 15 |

| Broad Question | Specific Information | Source | Time Frame |
|---|---|--|-------------------|
| Program outcomes – impact on youth | <ul style="list-style-type: none"> ▪ Sense of self ▪ School Connectedness ▪ Hope for the future ▪ Positive Life Choice ▪ Academic Success ▪ Behaviors/Consequences | <ul style="list-style-type: none"> ▪ Exit Survey (hard copy/on-line) ▪ School system (grades, detention, suspension, and attendance) | June 30 |
| Youth Satisfaction | <ul style="list-style-type: none"> ▪ Satisfaction with activities ▪ Satisfaction with staff | <ul style="list-style-type: none"> ▪ Exit Survey (hard copy/on-line) | June 5 |
| Key Stakeholders perception of RecExtra | <ul style="list-style-type: none"> ▪ Program effectiveness ▪ Impact on youth ▪ Impact on school community ▪ Impact on local community ▪ Program strengths ▪ Program areas that need improvement | On-line survey: <ul style="list-style-type: none"> ▪ School Principals ▪ Other school staff involved with RecExtra ▪ After School Coordinators ▪ Activity Providers ▪ Parents/PTA Follow-up Interviews: <ul style="list-style-type: none"> ▪ School Principals (N=5-10) ▪ ASAC (N=5-10) | June 30 |
| Program Cost | <ul style="list-style-type: none"> ▪ Total Costs ▪ Cost per student | <ul style="list-style-type: none"> ▪ Attendance, Budgets, and actual expenditures | June 30 |
| Deliverable #2 | Summary of 2006-2007 RecExtra | Shattuck & Associates to Collaboration Council | Aug 1 |

Appendix B
After School Activities Coordinator (ASAC)
2006-2007

The After School Activity Coordinator position is supervised by the Montgomery County Department of Recreation (MCRD) and works in partnership with Montgomery County Public Schools (MCPS). The primary purpose of the position is to increase the availability of reliable after school activities for middle school students by increasing the coordination and communication among school staff, parents, and community. The ASAC is responsible for making sure that the students who stay after school are involved in an activity and that sponsors, parents, the office staff and administration know where the activities are located.

Position Requirements:

1. Commit to work with the program for the entire school year.
2. Conduct a yearly needs assessment during the first week of school to determine the education, leisure and recreation needs of students after school. Based on these needs assessment, ASAC will identify gaps in the schools' after school program.
3. Work with the principal to recruit staff for MCRD and school sponsored after school programs.
4. Work with their MCRD Rec Extra supervisor to implement activities and recruit providers that will fill the identified gaps. This may include off site activities such as bowling or ice skating.
5. Supervise school based Rec Extra staff sponsoring Rec Extra programs such as STEP, adventure club or art.
6. Create a handbook for students describing the after school activities at the school.
7. Submit monthly attendance reports to MCRD supervisor. Monitor daily attendance of all after school activities
8. Create a monthly calendar and submit to MCRD supervisor with monthly attendance.
9. Supervise the students as they board the activity bus after the program is dismissed.
10. Promote and advertise all after school activities, including Early Release Day special event programs
11. Communicate with school staff, students, parents, PTA and the community via the school's web site and/or newsletter.
12. Recruit and screen volunteers to assist staff and to provide recreation activities.
13. Solve communication problems regarding after school programs.
14. Oversee on-site activities, and be available in the event of conflicts and emergencies.
15. If appropriate, coordinate with the cafeteria manager and the Food and Nutrition Services Office to plan and implement an after school snacks program for students.
16. Submit timesheets to MCRD supervisor on a bi-weekly basis.
17. ASACs at a school with a half day program earn an additional 4 hours for planning and coordination at the S8 level.
18. All ASACs receive 25 hours of planning time to develop the handbook, recruit staff, and attend parent meetings and MCRD trainings.

Salary:

- ❖ 3 day/week after school program ASACs paid at a S8 level, currently \$18.37/hour for 292 hours/year - including 25 hours planning time
- ❖ 2 day/week ASACs are paid at a S8 level, currently \$18.37/hour for 203 hours/year - including 25 hours of planning time.

Instructions for ASAC Attendance Spreadsheet 2007

A.) Setting up the spreadsheet for the first time

- 1.) Open the Excel document and click on the yellow tab labeled September at the bottom of the page**
- 2.) Click on the yellow box next to school and type in your school name**
- 3.) Click on the yellow box next to ASAC Name(s) and type in the name or names of the ASAC(s)**
- 4.) Click File in the top left corner and select Save As... (select a location to save this document that is easy to access and retrieve)**
- 5.) **Very important** save this spreadsheet as Your School's Name ASAC Att 07 (example: Westland ASAC Att 07). This will distinguish this current spreadsheet from previous outdated versions.**

B.) Helpful Hints for use during this school year

- 1.) **Very important** This spreadsheet is designed to be the only copy you need all year. When you save this document save it in a place (i.e. a jump drive or memory stick if possible) that you can go back to and revise it before you submit it each month. Send the same spreadsheet each month after the new information has been entered.**
- 2.) **Very important** This spreadsheet has a few differences from ones used in the past. The most important of these is that activities are only to be entered in the September sheet. When you enter activities in the yellow boxes the spreadsheet will automatically put those activities in the corresponding boxes in the sheets for the following months. Enter each activity only once and do not ever erase activities even if they are an activity that only happens one time, like a dance.**
- 3.) It may be helpful to print out the sheet for the month that you are in and use a hard copy to fill in attendance by hand and then type that information in at the end of the month.**
- 4.) Please do not change the file name from month to month, because this will cause confusion for you and your coordinator.**

The changes made to this spreadsheet will save you time and make collection of important information like yearly activity totals much easier. If you have problems please contact your coordinator.

After School Activity Monthly Report

MONTH: November ASAC Name(s): Claudette Hamerski

SCHOOL: Farquhar MS Monthly Program Participation: 718

| Activity | Days of the Month | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Total |
|--------------------------------|-------------------|---|---|---|---|---|----|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | |
| Homework, Tu | | | | | | | | | | | | | 13 | | | | | | | | | | | | | | | 17 | | | | 30 |
| Newspaper** | | | | | | | | | | | | | 19 | | | | | | | | | | | | | | | 10 | | | | 29 |
| TV Production | | | | | | | | | | | | | 8 | | | | | | | | | | | | | | | 8 | | | | 16 |
| Flag Football | | | | | | | | | | | | | 1 | | | | | | | | | | | | | | | | | | | 1 |
| Basketball Shootout | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 |
| Softball Practice, girls* & ** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 |
| Softball Practice, boys* & ** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 |
| Softball Game Attendance* & ** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 |
| Homework, Wed | | | | | | | 7 | | | | | | 20 | | | | | | | | | | | | | | | 17 | | | | 44 |
| Board Games | | | | | | | 11 | | | | | | 10 | | | | | | | | | | | | | | | | | | | 21 |
| Leo | | | | | | | 23 | | | | | | 18 | 7 | | | | | | | | | | | | | | 15 | | | | 63 |
| Step Team | | | | | | | 26 | | | | | | 24 | | | | | | | | | | | | | | | 19 | | | | 69 |
| Yearbook | | | | | | | | | | | | | c | | | | | | | | | | | | | | | | | | | 0 |
| Homework, Thurs | 17 | | | | | | | | | | | | | | | 14 | | | | | | | | | | | | | | 24 | | 55 |
| SGA** | c | | | | | | | | | | | | | | | 16 | | | | | | | | | | | | | | 17 | | 33 |

Total First Page + 361
 Total Second Page + 357
 Total Third Page + 0
 Total Fourth Page + 0
 Grand Total = 718

ASAC Signature(s): _____ Principal Signature: _____

After School Activity Monthly Report

November Page 2

| Activity | Days of the Month | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Total |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | |
| 24-7 | 10 | | | | | | | | | | | | | | | 10 | | | | | | | | | | | | | | 8 | 28 | |
| Capture the Flag | 24 | | | | | | | | | | | | | | | 19 | | | | | | | | | | | | | | | 43 | |
| Cross Country | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | |
| Frisbee | | | | | | | 7 | | | | | | | | | | | | | | | | | | | | | | | | 7 | |
| Drama Club | | | | | | | | | | | | | | 18 | | | | | | | | | | | | | | | 15 | 33 | | |
| Basketball Tryouts | | | | | | | | | | | | | | | | | | | | | | | | | | | | 72 | 71 | 68 | 211 | |
| Basketball Practice, boys* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | |
| Basketball Attendance* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | |
| Cheerleading | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | |
| Rec Extra Programs | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | |
| Babysitting | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | |
| Bowling | | | 8 | | | | | | | | | | | | | | 8 | | | | | | | | | | | | | | 16 | |
| Table Tennis | | | | | | | | | | | | | 10 | | | | | | | | | | | | | | | 9 | | | 19 | |
| Swimming Feb 27 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | |
| Play Rehearsal | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | |

Total Second Page 357

ASAC Signature(s): _____

Principal Signature: _____

November Page 3

ASAC Signature(s): _____

Principal Signature: _____

After School Activity Monthly Report

November Page 4

| Activity | Days of the Month | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Total |
|-------------------|-------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | |
| *Interscholastic | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 |
| **Class 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 |
| Soccer (girls) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 |
| Soccer (boys) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 |
| Soccer Attendance | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 |
| Track Challenge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 |
| 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 |
| 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 |
| 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 |
| 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 |
| 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 |
| 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 |
| 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 |
| 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 |
| 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 |

Total Fourth Page 0

ASAC Signature(s): _____

Principal Signature: _____

Year To Date Activity Totals

School: Farquhar MS
ASAC Name: Claudette Hamerski

| Page 1 | |
|---------------------------|------------------------------|
| Activity Names | Year to Date Activity Totals |
| Homework, Tu | 319 |
| Newspaper** | 298 |
| TV Production | 169 |
| Flag Football | 92 |
| Basketball Shootout | 109 |
| Softball Practice, girls* | 195 |
| Softball Practice, boys | 195 |
| Softball Game Attenda | 242 |
| Homework, Wed | 270 |
| Board Games | 90 |
| Leo | 457 |
| Step Team | 482 |
| Yearbook | 70 |
| Homework, Thurs | 338 |
| SGA** | 257 |

| Page 2 | |
|-------------------------|------------------------------|
| Activity Names | Year to Date Activity Totals |
| 24-7 | 244 |
| Capture the Flag | 147 |
| Cross Country | 378 |
| Frisbee | 37 |
| Drama Club | 330 |
| Basketball Practice, gi | 594 |
| Basketball Practice, bo | 345 |
| Basketball Attendance* | 434 |
| Cheerleading | 33 |
| Rec Extra Programs | 0 |
| Babysitting | 72 |
| Bowling | 50 |
| Table Tennis | 93 |
| Swimming Feb 27 | 32 |
| Play Rehearsal | 338 |

| Page 3 | |
|-------------------|------------------------------|
| Activity Names | Year to Date Activity Totals |
| *Interscholastic | 0 |
| **Class 3 | 0 |
| Soccer (girls) | 192 |
| Soccer (boys) | 154 |
| Soccer Attendance | 0 |
| Track Challenge | 105 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |

| Page 4 | |
|----------------|------------------------------|
| Activity Names | Year to Date Activity Totals |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |

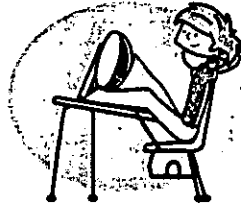
2006-2007 ASAC Monthly Totals

School: Farquhar MS

ASAC Name: Claudette Hamersk

| Month | Attendance |
|--------------------|-------------------|
| September | 1101 |
| October | 1587 |
| November | 718 |
| December | 671 |
| January | 1283 |
| February | 736 |
| March | 1065 |
| April | 0 |
| May | 0 |
| June | 0 |
| <hr/> | |
| Grand Total | 7161 |

Teens



Melanie Coffin
Manager

Sheryl Greenfield, OSC
Yumba Shaw, PA

Stephanie White
Recreation Supervisor

Lori Eyer-Elis
Recreation Supervisor

Karen Jordan
Recreation Supervisor

Jose Segura
Recreation Specialist
Blair Sports Academy

Valerie Graham
Recreation Specialist
Teen Leadership (YAC, KEEN,
MCSADD, Big Buddy, etc.)
CIT (lead and summer)

Carlos Falcon
Recreation Specialist
RecExtra and Teen Clubs
Teen Centers/travel camp

Will Johnson
Recreation Specialist
Springbrook Sports Academy

Derrick Felton
Recreation Specialist
Afterhours and Teen Events

Yolanda Blackwell
Recreation Specialist
RecExtra and Teen Clubs
CIT (summer)

Jewell Lyons
Recreation Specialist
Paint Branch Sports Academy

Portia Scott
Recreation Specialist
Afterhours and Teen Events

Mary Pelz
Recreation Specialist
RecExtra and Teen Clubs
Teen Centers/travel camp

Mujadid "Sharief" Hashim
Recreation Specialist
Wheaton Sports Academy

Natalie Richards, PAA

Paula Rodgers
Recreation Specialist
RecExtra and Teen Clubs
CIT (summer)

Thresea Harne , PAA
Gerson Somarriba, PAA
Vacant , PAA (part-time)

Emily McDonell
Recreation Specialist
RecExtra and Teen Clubs
Teen Centers/travel camp

Mark Galiano
Recreation Specialist
RecExtra and Teen Clubs
Teen Centers/travel camp

Main Line 240.777.6985

4010 Randolph Road, Silver Spring, Maryland 20902

FAX 240.777.6986

Teens - Summer Assignments



Melanie Coffin
Manager

Sheryl Greenfield, OSC
Yumba Shaw, PA

Stephanie White
Recreation Supervisor

Jose Segura
Recreation Specialist
Blair Sports Academy

Will Johnson
Recreation Specialist
Springbrook Sports Academy

Jewell Lyons
Recreation Specialist
Paint Branch Sports Academy

Mujadid "Sharief" Hashim
Recreation Specialist
Wheaton Sports Academy

Theresa Harne , PAA
Gerson Somarriba, PAA
Vacant , PAA (part-time)

Lori Lyons
Recreation Supervisor

Valerie Graham
Recreation Specialist
Teen Leadership (YAC, KEEN,
MCSADD, Big Buddy, etc.)
CIT (lead and summer)

Derrick Felton
Recreation Specialist
Afterhours and Teen Events

Portia Scott
Recreation Specialist
Afterhours and Teen Events

Natalie Richards, PAA

Karen Jordan
Recreation Supervisor

Carlos Falcon
Recreation Specialist
RecExtra and Teen Clubs
Teen Centers/travel camp

Yolanda Blackwell
Recreation Specialist
RecExtra and Teen Clubs
CIT (summer)

Pending
Recreation Specialist
RecExtra and Teen Clubs
Teen Centers/travel camp

Paula Rodgers
Recreation Specialist
RecExtra and Teen Clubs
CIT (summer)

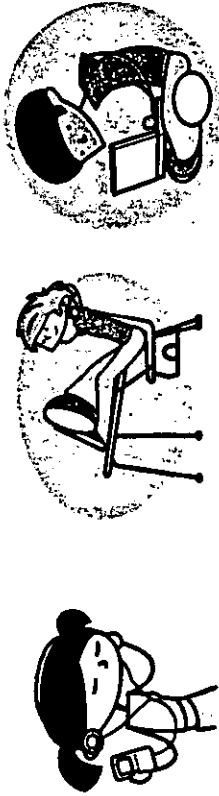
Emily McDonell
Recreation Specialist
RecExtra and Teen Clubs
Teen Centers/travel camp

Mark Galiano
Recreation Specialist
RecExtra and Teen Clubs
Teen Centers/travel camp

Main Line 240.777.6985

4010 Randolph Road, Silver Spring, Maryland 20902

FAX 240.777.6986



Jose Segura
 Recreation Specialist
jose.segura@montgomerycountymd.gov
 Blair Sports Academy

240.777.6916

Will Johnson
 Recreation Specialist
will.johnson@montgomerycountymd.gov
 Springbrook Sports Academy

240.777.6894

Thresea Harne, PAA
thresea.harne@montgomerycountymd.gov
Gerson Somarriba
gerson.somarriba@montgomerycountymd.gov
 Vacant, PAA (part-time)

240.777.6919

240.777.6918

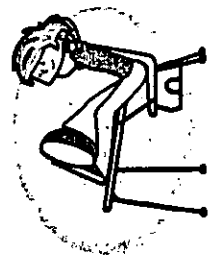
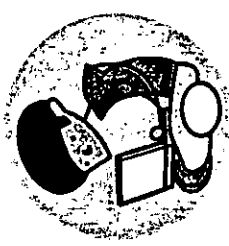
Stephanie White
 Recreation Supervisor
stephanie.white@montgomerycountymd.gov
Fairland Community Center
 14906 Old Columbia Pike, Burtonsville, MD 20866
 Phone 240.777.6973 FAX 240.777.4981

Jewell Lyons
 Recreation Specialist
jewell.lyons@montgomerycountymd.gov
 Paint Branch Sports Academy

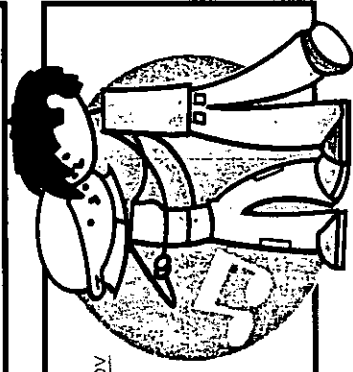
Mujahid "Sharief" Hashim
 Recreation Specialist
mujahid.hashim@montgomerycountymd.gov
 Wheaton Sports Academy

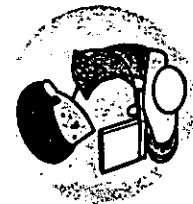
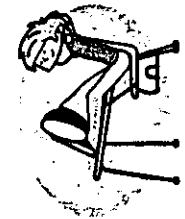
240.777.6914

Lori Tyer-Ellis
 Recreation Supervisor
lori.tyer-ellis@montgomerycountymd.gov
 4010 Randolph Road, Silver Spring, MD 20902
 Phone 240.777.6948 FAX 240.777.6986



| | |
|---|--------------|
| 4010 Randolph Road, Silver Spring, MD 20902 | |
| Valerie Graham Recreation Specialist valerie.graham@montgomerycountymd.gov Teen Leadership <i>[Youth Advisory Committee, Big Buddy Program, MCSADD, KEEN, SOS, Student Service Learning Credits]</i> CIT (lead and summer) | 240.777.6917 |
| Portia Scott Recreation Specialist portia.scott@montgomerycountymd.gov Afterhours and Teen Events | |
| Derrick Felton Recreation Specialist derrick.felton@montgomerycountymd.gov After Hours and Teen Events | |
| Natalie Richards, PAA natalie.richards@montgomerycountymd.gov 240.777.6912 | |





Karen Jordan

Recreation Supervisor

karen.jordan@montgomerycountymd.gov

4010 Randolph Road, Silver Spring, MD 20902

Phone 240.777.6879 FAX 240.777.6986

| | | |
|--|--------------|--|
| 4010 Randolph Road, Silver Spring, MD 20902 | | FAN 240.777.6986 |
| Carlos Falcon Recreation Specialist carlos.falcon@montgomerycountymd.gov | 240.777.6978 | |
| RecExtra [Rosa Parks, Redland, Farquar, Wood, Parkland, Argyle] | | Yolanda Blackwell Recreation Specialist yolanda.blackwell@montgomerycountymd.gov [Briggs Chaney, White Oak, Banneker, Loiderman, Lee, Key] |
| Teen Clubs (school year) | | Teen Clubs (school year) [White Oak, Key] |
| Teen Centers/travel camp (summer) | | CIT (summer) |
| Upcounty Regional Services Center, 12900 Middlebrook Road, Germantown MD 20874 | | FAN 240.777.6945 |
| Mary Pelz Recreation Specialist mary.pelz@montgomerycountymd.gov | 240.777.6952 | |
| RecExtra (school year) [Gathersburg, Forest Oak, Mont. Village, Shady Grove, Neelesville, Clemente] [Clemente, Quince Orchard HS, Magruder HS] | | Paula Rodgers Recreation Specialist paula.m.rodders@montgomerycountymd.gov [Baker, Rocky Hill, MLK, Kingsview, Ridgeview, Lakeland Park] [Baker, Kingsview] |
| Teen Clubs (school year) | | Teen Clubs (school year) |
| Teen Centers/travel camp (summer) | | CIT (summer) |
| Potomac Community Center, 11315 Falls Road, Potomac MD 20854 | | FAN 240.777.6902 |
| Mark Galliano Recreation Specialist mark.galliano@montgomerycountymd.gov | 240.777.6908 | |
| RecExtra (school year) [Hoover, Cabin John, Tilden, Poole, Pyle, North Bethesda] [Hoover, Cabin John, Pyle, Whitman HS, Churchill HS, Walter Johnson HS] | | Emily McDonnell Recreation Specialist emily.mcdonnell@montgomerycountymd.gov [Takoma Park, Eastern, SSI, Newport, Westland, Sligo] [Takoma Park, Eastern, Newport, Westland, BCC HS] |
| Teen Clubs (school year) | | Teen Clubs (school year) |
| Teen Centers/travel camp (summer) | | Teen Centers/travel camp (summer) |

Appendix D

Appendix D

Appendix E
RecExtra Baseline Survey Findings (N=433)

| Participant Characteristics | N | % |
|-------------------------------------|-------|-----|
| Gender: | | |
| Male | 174 | 41% |
| Female | 246 | 59% |
| Grade: | | |
| 6 th | 152 | 37% |
| 7 th | 122 | 28% |
| 8 th | 137 | 33% |
| Age: | | |
| Mean | 12.32 | |
| 10 | 1 | -- |
| 11 | 92 | 22% |
| 12 | 145 | 34% |
| 13 | 141 | 33% |
| 14 | 41 | 10% |
| 15 | 2 | 1% |
| Race (Check all that apply): | | |
| White/Caucasian | 154 | 36% |
| Black/African American | 149 | 34% |
| Hispanic/Latino | 66 | 15% |
| Asian/Pacific Islander | 40 | 9% |
| Am. Indian/AK Native | 8 | 2% |
| Other | 19 | 4% |
| ESOL* | | |
| Yes | 33 | 8% |
| No | 362 | 92% |

| Middle Schools | N | % |
|--------------------|----|-----|
| Banneker | 36 | 8% |
| Farquhar | 33 | 8% |
| John Poole | 37 | 9% |
| Eastern | 53 | 12% |
| Rocky Hill | 31 | 7% |
| Neelesville | 62 | 14% |
| Loiderman | 20 | 5% |
| Wood | 18 | 4% |
| Hoover | 36 | 8% |
| Takoma | 82 | 19% |
| Martin Luther King | 18 | 4% |
| Montgomery Village | 6 | 1% |

| How long ago did you decide to participate in this activity? | N | % |
|--|-----|-----|
| Less than 1 week ago | 33 | 8% |
| Less than 1 month ago | 76 | 19% |
| At the start of the school year | 172 | 42% |
| Over the summer | 9 | 2% |
| Last school year | 44 | 11% |
| Other | 73 | 18% |

| Why did you decide to participate in the activity? Check all that apply. | N | % |
|--|-----|-----|
| My friend was also participating. | 133 | 34% |
| It was something to do after school. | 100 | 25% |
| I liked the instructor. | 71 | 18% |
| I liked the activity. | 220 | 55% |
| Other | 110 | 30% |

| Do you plan on participating in other RecExtra activities this year? | N | % |
|--|-----|-----|
| Yes | 112 | 39 |
| No | 179 | 61% |

| Thinking about last school year, how would you describe your grades? | N | % |
|--|-----|-----|
| Mostly A's | 165 | 45% |
| Mostly B's | 141 | 39% |
| Mostly C's | 45 | 12% |
| Mostly D's | 10 | 3% |
| Mostly E's or F's | 3 | 1% |

| Detention, Suspension, Involvement in Violent Situations and Skipping School | N | % |
|--|-----|-----|
| Thinking about last school year, how often were you in school detention? | | |
| 0 days | 288 | 68% |
| 1 or 2 days | 81 | 19% |
| 3 or more days | 54 | 13% |
| Thinking about last school year, how often were you suspended from school? | | |
| 0 days | 378 | 89% |
| 1 or 2 days | 25 | 6% |
| 3 or more days | 20 | 5% |
| Thinking about last school year, how often were you involved in a violent situation during school? | | |
| 0 days | 347 | 82% |
| 1 or 2 days | 54 | 13% |
| 3 or more days | 21 | 5% |
| Thinking about last school year, how often were you involved in a violent situation after school? | | |
| 0 days | 372 | 89% |
| 1 or 2 days | 32 | 8% |
| 3 or more days | 18 | 3% |
| Thinking about last school year, how many school days did you miss because you skipped/cut? | | |
| 0 days | 382 | 90% |
| 1 or 2 days | 24 | 6% |
| 3 or more days | 18 | 4% |

| Sense of Self | Never | Some of the time | Most of the time | All of the time |
|---|-------|------------------|------------------|-----------------|
| I feel good about myself. | 2% | 9% | 39% | 50% |
| I feel that I have control over things that happen to me. | 4% | 23% | 39% | 34% |
| I feel that I can make a difference | 5% | 25% | 29% | 41% |
| I am good at learning new things. | 2% | 11% | 38% | 49% |
| I feel good about my future. | 1% | 10% | 31% | 58% |
| I am good at handling whatever comes my way. | 2% | 22% | 41% | 35% |

| School Connectedness | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-------------------|----------|-------|----------------|
| I like school. | 11% | 19% | 52% | 18% |
| I feel safe at school. | 8% | 12% | 53% | 27% |
| I feel like a part of my school. | 6% | 17% | 48% | 29% |
| I am close to people at school. | 4% | 8% | 43% | 45% |
| My teachers care about me. | 6% | 14% | 47% | 33% |
| Besides teachers, other adults at my school care about me. | 8% | 14% | 47% | 31% |

Appendix F
RecExtra
After School Activities Coordinator Survey

The Department of Recreation is working with the County Council and the Montgomery County Collaboration Council to evaluate the RecExtra initiative. The purpose of this survey is to collect information about the after school activities happening at each school, the roles and responsibilities of the After School Activities Coordinator (ASAC), and the successes achieved and barriers faced by the ASACs. Shattuck & Associates, an evaluation firm, is hosting the survey and will analyze and summarize the data.

Please complete the survey by Thursday, March 29, 2007.

Part 1: Respondent Information

1. What is the name of your school?
2. Do you work at the school during the school day?

Part 2: After School Activities during March 2007

3. In the month of March, how many after school activities are taking place at your school?
0 1 to 5 6 to 10 11 to 15 16 to 20 21-25 25+
4. How many of the after school activities that are taking place in March are sponsored by the ...
School Dept of Rec PTA Teen Club/Rec Club Other Groups

Part 3: After School Activities for September 2006 through March 2007

5. About how many different after school activities have taken place so far this year?
6. About how many of this year's after school activities were sponsored by the ...
School Dept of Rec PTA Teen Club/Rec Club Other Groups
7. What percent of after school activities charge a student fee in addition to the "MCPS After School Activity Fee"?
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Part 4: New Activities and Publicity

8. About how many of this year's after school activities are new activities for your school?
0 1 to 5 6 to 10 11 to 15 16 to 20 21-25 25+
9. About what percent of the new programs are a result of the RecExtra initiative?
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

10. Please list the names of the new after school activities that resulted from the RecExtra initiative?

11. Are there other kinds of after school activities that your school is not presently offering that would be beneficial to the students?

12. How are students made aware of after school programs? (Check all that apply)

Flyer PTA Newsletter School Newsletter Email Web Site
Announcements at School Other: _____

13. How are parents and community members made aware of after school programs? (Check all that apply)

Flyer PTA Newsletter School Newsletter Email Web Site
Announcements at School Other: _____

Part 5: Coordinator Hours

| Thinking about all of the work that you have done this year as ASAC, about what percent of your time did you spend on the broad work areas listed below: 0% 5% 10% 15% 20% 25% 30% 35% 40% 45% 50%+ | Percent of Time |
|--|-----------------|
| 1. Assessed needs and interests of students. | |
| 2. Planned and coordinated with school staff and all after school program staff. | |
| 3. Planned new programs based on student interest and gaps in current programming. | |
| 4. Advertised and promoted programs to students, parents, and teachers (calendars, handbooks, outreach promotions, etc.) and coordinated registration/enrollment. | |
| 5. Tracked and reported youth participation and attendance. | |
| 6. Coordinated logistics including use of space, activity bus, and security. | |
| 7. Coordinated/implemented procedures for sign out and for locating students pending parent inquiry. | |
| 8. Planned, organized and served snack. | |
| 9. Handled discipline issues. | |
| 10. Other: | |

Part 6: Attendance and Tracking

| | | |
|---|------------|-----------|
| 15. In terms of tracking student participation in after school activities, can you provide the following information? | Yes | No |
| The number of students (<u>not duplicated</u>) at your school that have participated in at least one after school activity this year? | ? | ? |
| The number of students who participated in each after school activity offered this year? (Can you list each activity and the number of students who participated in that activity?) | ? | ? |
| The number of students who participated in multiple after school activities? (For example: 60 students have participated in 2 different activities; 40 students have participated in 3 different activities, etc.)? | ? | ? |

16. For the questions in #15 above, if you answered 'yes', please indicate the system (MS Excel, paper, tracking logs, database, etc) you use to accomplish the task. If you answered 'no', please indicate barriers you face and the resources/assistance you would need to accomplish the task?

Part 6:

| Please indicate to what degree you agree or disagree with each of the following statement. | Strongly Disagree | Disagree | Agree | Strongly Agree | N/A |
|--|-------------------|----------|-------|----------------|-----|
| The school administration understands my role as an After School Activities Coordinator. | ? | ? | ? | ? | ? |
| The school administration recognizes the value I bring as an After School Activities Coordinator to their school's after school programming. | ? | ? | ? | ? | ? |
| I am considered to be the "After School Administrator." | ? | ? | ? | ? | ? |
| I am involved in making decisions about what occurs after school. | ? | ? | ? | ? | ? |
| Teachers and school staff know who I am and the role that I have. | ? | ? | ? | ? | ? |
| The school administration cooperates fully with me. | ? | ? | ? | ? | ? |
| School personnel cooperate fully with me. | ? | ? | ? | ? | ? |
| PTA volunteers cooperate fully with me. | ? | ? | ? | ? | ? |
| Other organizations involved with after school activities cooperate fully with me. | ? | ? | ? | ? | ? |
| My recreation department specialist understands the dynamics around after school activities at my school. | ? | ? | ? | ? | ? |
| My recreation department specialist supports me. | ? | ? | ? | ? | ? |
| Recreation department staff understand my role and support my work | ? | ? | ? | ? | ? |

18. Please provide any comments you may have about the buy-in from school administration and staff or the support provided to you as the After School Activities Coordinator.

Part 8: Open-Ended Questions

19. How would you describe your role as the ASAC to co-workers, friends, or people you meet?
20. What are some of your key successes as the ASAC at your school?
21. What value has your work as the ASAC added to your school?
22. What are some of the barriers you have encountered as the ASAC?
23. If you have additional comments about RecExtra and the work that you do as an After School Activities Coordinator, please include them here.

Appendix G
After School Activities Coordinators Survey
Data Tables

| Respondent Information | | |
|---|----|-----|
| 1. Number of Middle Schools Represented | 36 | |
| 2. # of ASAC who work at their school during the school day | 35 | 97% |

| After School Activities for March 2007 | N (36 Schools) | % |
|---|-------------------|-----|
| 3. In the month of March, how many after school activities are taking place at your school? | | |
| 6-10 | 6 | 17% |
| 11-15 | 5 | 14% |
| 16-20 | 8 | 23% |
| 21-25 | 11 | 31% |
| 25+ | 5 | 14% |
| 4. # of March After School Activities Sponsored By | | |
| School | 542 | 80% |
| Dept of Rec | 52 | 8% |
| PTA | 43 | 6% |
| Teen/Rec Club | 10 | 1% |
| Other | 30 | 4% |

| After School Activities for September to March 2007 | N (N=36 Schools) | % |
|--|------------------------|-----|
| 5. # of After School Activities for Sept to March 2007 | | |
| 11-15 | 2 | 6% |
| 16-20 | 3 | 9% |
| 21-25 | 5 | 14% |
| 26-30 | 8 | 23% |
| 31-35 | 3 | 8% |
| 36-40 | 7 | 20% |
| 41-45 | 4 | 11% |
| 46-50 | 1 | 3% |
| 50+ | 2 | 6% |
| 6. After School Activities for Sept to March 2007 Sponsored By | | |
| School | 862 | 81% |
| Dept of Rec | 68 | 6% |
| PTA | 48 | 5% |
| Teen/Rec Club | 45 | 4% |
| Other | 38 | 4% |

| | | |
|---|----|-----|
| 7. What % of After School Activities charges a student fee? | | |
| 0% | 10 | 27% |
| 10% | 17 | 47% |
| 20% | 2 | 6% |
| 30% | 2 | 6% |
| 40% | 1 | 3% |
| 50% | 1 | 3% |
| 60% | 0 | 0% |
| 70% | 2 | 5% |
| 80% | 1 | 3% |

| New Programs | N (36 Schools) | % |
|---|-------------------|-----|
| 8. About how many activities are new activities for this year? | | |
| 0 | 3 | 9% |
| 1—5 | 24 | 69% |
| 6—10 | 5 | 14% |
| 11—15 | 3 | 8 |
| 9. What % of the new programs is a result of RecExtra initiative? | | |
| 0 % | 15 | 48% |
| 10% | 9 | 29% |
| 20% | 2 | 7% |
| 30% | 1 | 3% |
| 40% | 1 | 3% |
| 50% | 1 | 3% |
| 60% | 0 | 0% |
| 70% | 0 | 0% |
| 80% | 2 | 7% |

| Publicity | N (36 Schools) | % |
|---|-------------------|------|
| 12. How are students made aware of after school programs? | | |
| Flyer | 33 | 92% |
| PTA Newsletter | 19 | 53% |
| School Newsletter | 23 | 64% |
| Email | 7 | 19% |
| Web Site | 25 | 68% |
| Announcements at School | 36 | 100% |
| Other | 7 | 19% |
| 13. How are students made aware of after school programs? | | |
| Flyer | 30 | 83% |
| PTA Newsletter | 22 | 61% |
| School Newsletter | 22 | 61% |
| Email | 10 | 29% |
| Web Site | 28 | 78% |
| Announcements at School | 21 | 58% |
| Other | 6 | 17% |

Coordinator Hours

| 14. Thinking about all of the work that you have done this year as ASAC, about what percent of your time did you spend on the broad work areas listed below? Response Options were: 0%, 5%, 10%, 15%, 20%, 25%, 30%, 35%, 40%, 45% , and 50% or more | 0-5% | 10-15% | 20-45% | 50+% |
|--|------|--------|--------|------|
| Assessed needs & interests of students. | 39 | 43 | 12 | 6 |
| Planned & coordinated with school staff & all after school program staff. | 18 | 35 | 41 | 6 |
| Planned new programs based on student interest & gaps in current programming. | 32 | 41 | 24 | 3 |
| Advertised & promoted programs to students, parents & teachers and coordinated registration/enrollment. | 6 | 34 | 46 | 14 |
| Tracked & reported youth participation & attendance. | 9 | 31 | 43 | 17 |
| Coordinated logistics including use of space, activity buses and security. | 3 | 31 | 28 | 8 |
| Coordinated/implemented procedures for sign out & for locating students pending parent inquiry. | 35 | 29 | 24 | 12 |
| Planned, organized & served snack. | 79 | 6 | 6 | 9 |
| Handled discipline issues. | 42 | 39 | 11 | 8 |
| Other | 67 | 13 | 7 | 13 |

| | | |
|--|---------------------------|----------|
| 15. In terms of tracking student participation in after school activities, can you provide the following information? | N (36 Schools) | % |
| The number of students at your school that have participated in at least one after school activity this year. | 23 | 68% |
| The number of students who participated in each after school activity offered this year? | 33 | 94% |
| The number of students who participated in multiple after school activities? | 17 | 50% |

| | | | | |
|---|--------------------------|-----------------|--------------|-----------------------|
| 17. Please indicate to what degree you agree or disagree with each of the following statements. | Strongly Disagree | Disagree | Agree | Strongly Agree |
| The school administration understands my role as an After School Activities Coordinator. | 6% | 9% | 29% | 57% |
| The school administration recognized the value I bring as an After School Coordinator to their school's after school programming. | 3% | 9% | 44% | 44% |
| I am considered to be the "After School Administrator." | 9% | 31% | 31% | 26% |
| I am involved in making decisions about what occurs after school. | 3% | 14% | 60% | 23% |
| Teachers and school staff know who I am and the role that I have. | 3% | 3% | 43% | 51% |
| The school administration cooperates fully with me. | 3% | 9% | 29% | 57% |
| School personnel cooperate fully with me. | 6% | 9% | 37% | 49% |
| PTA volunteers cooperate fully with me. | 3% | 6% | 31% | 20* |
| Other organizations involved with school activities cooperate fully with me. | 0% | 14% | 26% | 43% |
| My recreation department specialist supports me. | 0% | 6% | 50% | 38% |
| Recreation department staff understands my role and support my work. | 0% | 6% | 43% | 51% |

Appendix H

After School Activities Coordinators' Survey

Open-Ended Responses

After School Activities Coordinator Survey
Open-Ended Data
Question #10

| |
|---|
| 10. Please list the names of the new after school activities that resulted from the RecExtra initiative? |
| 1. Babysitting 2. RecExtra Basketball |
| Academic Intervention Junior Olympics Holiday Flag Football |
| Babysitting Chess Club |
| Babysitting Clinic (three day program) |
| babysitting |
| Babysitting Bowling |
| Babysitting Club Ski Trip Half day bowling event |
| Babysitting Course Bowlarama Redland Adventures |
| Babysitting Course Rock Climbing Flag Football Blacktop Basketball |
| Black Saga Girls Wellness Babysitting Course Bowling - 2 sessions Boys 'Hoops' First Tee Golf Sea Kayacking |
| Clay club Comic Club |
| Cooking |
| Dance |
| Emperors Club Sisterhood |
| Fashion Design Chess Club Improv Audition Prep Fundamentals of acting Anime and Manga Dansez Creative Writing FLES |
| Scrapbook Journaling Ceramics |
| French Club Step Team Board Game Club Math Help Club |
| I don't know what Rec Extra is |
| none |
| Step Competition MSA Prep Class |
| Step Team |
| Step Team, Baby Sitting Class, Rock Climbing |
| We are hopign to have tennis begin this spring. |
| |
| 11. Are there other kinds of after school activities that your school is not presently offering that would be beneficial to the students? |
| 1. Poetry writing 2. Acting classes 3. Modelling classes |
| A girls' program, such as S.I.S.T.E.R.S. |
| Arts Photography Graphic Design Gymnastics |
| Bicycling Club Equestrian Club Bowling Club |
| Cartooning/Art Equestrian More Bowlarama - we had one this year in the fall |
| Cooking Club Golf Self Defense Fencing |
| HERMANS MATH COUNTS |
| ice skating golf |
| Indoor soccer More homework clubs |
| Jewelry Making Chess club Dance classes Cartooning Crafts |
| mentoring program for young men first aid social club for improving social etiquette |
| No |
| no |
| not sure at this time |
| Skateboarding |
| Snack, Photography, Book Clubs, Cooking |
| Something related to self esteem Karate or self defense aerobics |
| Sports type of activities and both indoor and outdoor activities. We are presently remotely located at Tilden Center and moving back to the new school next year. |
| Step or dance teams games clubs more volunteers to run activities |
| Yes - something to work with Latino and African American males on decision making and esteem building. |
| Yes- I had previously asked to have a hip hop dance class and a latin dance class, as well as a cartooning class. |

After School Activities Coordinator Survey
Open-Ended Data
Question #10

| |
|---|
| 12h. How are students made aware of after school programs? (Check all that apply) Other (please specify) |
| After School Activities Handbook |
| After School Activity Guide |
| After School Booklet, Activities Bulletin Board |
| calendar |
| CONNECT ED |
| monthly calendars |
| School TV show |

After School Activities Coordinator Survey
Open-Ended Data
Question #10

16. For the questions in #15 above, if you answered 'yes', please indicate the system (MS Excel, paper tracking logs, database, etc.) you use to accomplish the task. If you answered 'no', please indicate barriers you face and the resources/assistance you would need to accomplish the task.

| |
|--|
| 1. MS Excel 2. No students were allowed leave one activity to participate in another activity. |
| Database MS Excel Spreadsheet Attendance Sheets Bus ign-up sheets |
| Developed my own Excel spreadsheet using data collected from personsal developed activity registration forms handed out during open house and the start of the new year. |
| excel |
| excel |
| Excel |
| Excel |
| Excel Attendance sheets After School Activity Monthly Report |
| Excel - I would like to have a student data base to check of who participated in what |
| Excel and paper tracking |
| Excel sheet provided by Department of Recreation |
| Excel, Paper tracting log, database |
| I used Excel to document daily attendance to each activity. I have filed these daily reports, so I can access the other information, but I do not have access to it on the computer, this information would have to be tallied by a person. |
| Microsoft Excel spreadsheet |
| Microsoft Excel- the tracking log that was provided by the Rec Dept. |
| Microsoft Excell |
| MS Excel |
| MS Excel |
| MS Excel |
| MS Excel |
| MS Excel |
| MS Excel Paper tracking logs |
| MS Excel and Attendance sign in sheets. |
| MS Excell as provided by rec |
| paper logs and excel sheets |
| Paper records are kept for activity participation. While it is possible to find out which students participated in which activities, the amount of work involved makes it quite difficult to do so. Excel is used to track the number of students in each activity, using the paper records. This is not at all difficult to maintain. |
| Paper Tracking |
| Paper tracking attendance per activity per day and Excel |
| Paper Tracking logs |
| Paper tracking logs and the spread sheet the county provides |
| Paper tracking logs submitted by the teacher |
| Sign in sheet is used as attendance for each club. I receive all of the attendance and use them in logging monthly attendance for clubs and daily attendance if inquiries arise about where a child is afterschool. |
| System used: Paper tracking logs database (microsoft word) |
| We use excel and paper logs |

After School Activities Coordinator Survey
Open-Ended Data
Question #10

| |
|---|
| 18. Please provide any comments you may have about the buy-in from school administration and staff or the support provided to you as the After School Activities Coordinator. |
| Administration meets with me: HOURS FOR SPONSORS BUS ISSUES STAFF CONSULTS ME ON POSSIBLE IDEAS FOR ACTIVITIES PURCHASED A BIG ACTIVITIES BOARD FOR ADVERTISING ACTIVITIES |
| Due to the way the program is run at Tilden, this will be my last year as the ASAC. I am tired of leaving school upset and frustrated due to the way that I am disregarded and disrespected. |
| I don't know what you mean by 'buy-in.' There is very little, if any, support from the administration. |
| I have been the ASAC at Banneker for 6 years and have always been well supported by our administration throughout the years. We have fought hard for the program when it was in danger of being cut. |
| I receive tremendous support and feedback from Yolanda. When I have an idea for a REC extra, she follows through to set up the activity or to stop by and sign up a sponsor for the activity. Any questions I may have, she is very responsive and helpful with getting us what we need. |
| I recommend that all school administrators meet jointly with ASAC and REC Dept. at the beginning of the school to give better understanding of the ASAC role and link to other Administrators and ASAC for a better county-wide ASAP. We learn from each other. More TEAM concept with Rec. Dept, ASAC, School Administrator will enhance the ASAP. |
| none-I am supported at school by the staff and school administration |
| Once we move back to our new school, administration is looking at and interested in bringing additional extra rec activities to the school |
| Sometimes I have a hard time getting the number of students participating in activities from staff members. |
| The administration has fully supported my recommended program initiatives; even when they are implemented at the last minute. |
| The administration is very supportive of the initiatives of the after school programs. I have been asked to share positive data with the Community Superintendent about the impact our program has on student achievement. |
| There is always a school administrator after school with me. They are the ones who deal with the administrative details and assist with the activity bus. My role after school is to take attendance and answer the phones in the office. |
| Total support and respect from administration and teachers. |

After School Activities Coordinator Survey
Open-Ended Data
Question #10

| |
|--|
| 19. How do you describe your role as ASAC to co-workers, friends, or people you meet? |
| After School Activities Coordinator |
| As a person responsible for ensuring student safety, discipline, if necessary, and reporting attendance accurately. Making sure the students get on the activity buses, get picked up or walk home in a timely manner. Being a liaison between MCRD, the PTSA and the school. |
| As the coordinator, I am responsible for recruiting sponsors, advertising activities, encouraging students to participate, recording attendance, supervising in hallways and at dismissal, communicating with parents, and arranging activity buses. In addition, I work closely with the Rec Extra supervisor and intramural and extracurricular coordinators. |
| As the one who organizes and helps the after school activities run smoothly. I help the security and administration make sure that all students are where they need to be and have a way home. |
| Develop, Monitor and Assess after school programs |
| I am in charge of after school activities |
| I am in charge of making sure the after school programs run smoothly. The students and staff are where they need to be. The students are provided with snack and make it home safely. |
| I am in charge of the after school activities. |
| I am very professional, friendly, and try to meet all colleagues needs as needed. |
| I am viewed as the ASAP Administrator |
| I coordinate programs between Rosa Parks and and the recreation department and provide information regarding after school activities to staff, parents. Keep after school attendance and calendar. |
| I coordinate the after school program. I am responsible for recruiting staff, arranging for buses, handling behavior problems that arise and issuing consequences, coordinating space for the activities and handling the day to day running of the program. |
| I coordinate the afterschool activities at my school. |
| I handle the attendance of students participating in the activities, as well as locating students for parents. I look for programs to enroll more students in our programs. |
| I organize all the afterschool clubs in working order. |
| I organize and make sure that all the after school activities run smoothly in the building. |
| I say that I am in charge of activities that take place after school. I spend a lot of time in the office manning the phone and taking care of whoever is in the detention room. I also stay late often waiting for students to be picked up by their parents. |
| I supervise and organize after school activities at my school. |
| I support all the activities that take place after school. |
| I tell people that I coordinate staff and ASA for the students to participate in. I am the liaison between the school and the Rec Dept. |
| I tell them I work in the office after school and record the attendance for after school activities. |
| I use the job description that was provided to me. As well as, my own little details to help them further understand my role. |
| In charge of all Activities! |
| Insure that the students who stay after school are involved in the activity they sign for. |
| Just as the acronym reads After School Activities Coordinator |
| Make sure students/staff/parents are aware of the activities that are offered- setting up a schedule and handling transportation question/ issues (if any). Setting up a snack program that fits the needs of staff/activities |
| Make sure the afterschool activities run smoothly without any problems and most importantly I make sure that students get on the bus to go home. |
| My role is to implement, oversee, and provide support to all before and after school programs. This support includes a snack bar, a bus program, and publicity of activities. |
| Organizing activities and expanding future club |
| Supervise all activities and personnel after school |
| The person responsible for making sure that children are attending after school activities, getting the most out of the activities, make sure they get on the right buses. Coordinate the programs and assist the school with getting sponsors for activities. |
| We provide after school activities and programs to support the students and their needs. We try to provide experiences that students may not be able to get otherwise. We can help with financial assistance, half day activities and a variety of payment plans to help parents. What I really say is that I try to provide experiences that student will never forget! |

After School Activities Coordinator Survey
Open-Ended Data
Question #10

| |
|--|
| 20. What are some of your key successes as the ASAC at your school? |
| - Number of students involved in clubs. - Having a tutoring program each day of the week - Nearly empty hallways afterschool (it's not perfect yet) |
| 1. We have so many programs that meet the needs of most of the students. There is a place for everyone in the school. Some students can't stay after school for various reasons but those who do stay after have a place here. |
| Activities this year are extremely organize and there are little to no discipline problems after school. |
| After school Activity Guide Attendance Sheets After School Activity Bus Passes Yearly Attendance Binder |
| Attendance is up. Teacher support. |
| Be able to help parent to to encorage student to stay and take advantage of the programs the school offer. |
| getting students involved |
| Have expanded the activities, the number of students participating in each club, teachers and parent participation. |
| High student turn out. Few behavior problems. |
| Homework clubs, Leo club (community service), and the partner activities w/Rec Extra: bowling, babysitting, table tennis |
| I always know where students are and should be and keep students safe |
| I have a good relationship with the athletics director who supports me and helps me out by reminding the staff to send me the information I need. I like that I have an additional role in the school other than a paraeducator, it allows me to work with more people in a different environment. |
| I was able to recruit teachers and parents to sponsor a REC Extra activity. |
| Key successes as the ASAC at Sligo are better control over attendance, hall monitoring, volunteers support, staff support, parent involvement and students respect to me and the program. |
| Largest ASA program around. We have a very involved PTSA. We offer a variety of diffenat activities. |
| Looking for sponsors outside the Rec Dept and school staff to sponsor new clubs/activities, booklet to communicate to parents, students and staff |
| Making sure that each student who wants to stay after has an acitivity that they are happy with and feel comfortable participating in. We also have about ten more programs than we did before I began. |
| New snack implementation and activity board |
| Organizing the way attendance data is collected to electronical means only. |
| Phil Ratner Art Program |
| Scrapbooking has been an especially successful new club. Also, the Emperor Club, a board game club has given an opportunity for comaraderie to students for whom traditional clubs are a poor match. |
| Student participation, better use of funds |
| The children know who I am and know to come to me to help them find the best activity for their needs or wants. |
| The Eastern ASA Program has been hailed as a model after school program by the MCPTSA, the Maryland State Teachers' Association, and the Middle School Reform Committee. |
| The program has established protocols and the buses run much smoother with little behavioral issues. |
| The system we have seems to run smoothly. The students and staff know where they need to go after school and procedures that are in place. |
| Using the survey from last year to create groups has been very successful |
| We had a babysitting course this year that was very successful. |
| We've added several new activites this year...for example, Black Saga, Bowling, Babysitting, etc. Also through the rec depts teen club we do 5 ski trips, NY trip, Kings Dominion, and Hershey Park. |
| Wide variety of activities for all students to participate in. Ability to join any time and also in the majority of the cases no threshold of students set. This is very relevent to the school clubs that are scholastic based, (Astronomy Club, Builders Club, Science Clubs, etc.) |
| With the help of the PTSA and REC Extra, instituting the additional classes for the kids and enabling us to obtain a third activity bus. Having students stay after school with me for help, someone to talk to and encouraging their friends to come as well. |

After School Activities Coordinator Survey
Open-Ended Data
Question #10

| |
|---|
| 21. What value has your work as the ASAC added to your school? |
| 1. Staff and students can place a face with the name. Staff and students have someone they can contact immediately when needed. The principal and I can discuss activities for a variety of students and this has worked well. Students can walk up to me and request a particular activity and get an answer immediately. |
| A lot! |
| Convenience to individuals who run clubs. |
| Developed a well-rounded after-school program three days a week that has resulted in outstanding student participation. |
| Gave a positive place for students to go when they want to continue their learning in a more informal setting and can participate in activities they have an opportunity to select and invest their time in. |
| Giving students an opportunity to experience enriching activities makes JPMS a source of fun as well as learning. |
| I have made staff members aware of the opportunities Rec Extra provides. |
| I think things are more organized and run rather smoothly. |
| Increased amount of student participation in our school. Increased the amount, (variety of activities offered at our school |
| Increased participation |
| It enables the school to see where students are participating. |
| More programs, varied offerings. |
| My professional attitude. |
| No one has to worry about coordinating any activities and everyone knows who to go to with questions. |
| open |
| organization |
| organization |
| Organization Consistency Students are always accounted for |
| Organized and increase in attendance by teachers and students. |
| providing something for students to do after school |
| Students know to ask me questions about different programs that are going on, as well as where they might find specific teachers and programs in school |
| students look forward to activities all week! |
| Teachers are able to work in their rooms after school without students popping in asking to stay after. Parents are able to call the school and find out if their child has stayed after. |
| The increase in after school offerings led to a decline in student academic achievement and student disciplinary referrals between 2003-06. |
| The overall value of my work, being the ASAC for the last 3 years has had the school community participation upgraded to a higher level of participants. |
| The staff and students have a connection that helps with their activities. Staff is willing to stay now that they know that poor discipline will not be tolerated. |
| The students have some place safe and enriching to go to after school. They are involved in activities that extend beyond their school day. It's exciting to see their eagerness to stay after school to participate in the different activities. Often students and parents have said 'There's so much to do. We have to really sit down and choose 1 or two things.' That is good to hear because it means that the programs that are being offered are of interest to not only the students but to their families as well. |
| We have provided a place for our students to be after school that is safe and enjoyable. |

After School Activities Coordinator Survey
Open-Ended Data
Question #10

| |
|---|
| 22. What are some of the barriers you have encountered as the ASAC? |
| 1. None I have the full support of the principal. |
| Activity buses rules for riding students wanting to stay but not interested in the activities offered |
| After School bus issues that are now resolved. |
| disrespect from some students when I am doing my job and find them wandering |
| Finding school-based sponsors and parent volunteers. Arranging more Rec Extra programs, due to lack of Rec Extra instructors. |
| Finding staff to run activities. |
| Finding staff willing to run the clubs offered. |
| Getting administration to help me keep kids out of the hallways who are not involved in an activity. Trying to get admin. to help me form informal, supervised basketball/soccer, etc. for these same kids who don't want to go home. |
| I feel confined to the desk in the office when I would rather be out and about talking with the kids and getting to know them better. |
| I have had issues trying to get sponsors to give me their attendance. |
| I have not encountered any barriers at this time. That is why I have remained the ASAC. |
| lack of communication when ASAP staff will cancel activity. |
| Lack of support refusal to cooperate from staff members |
| Make the parent and student understand that when they sign for a program, if they don't take the activity bus, arrange transportation back home. |
| No real barriers, just sometimes getting the number of students participating. |
| None |
| None that I can think of. |
| Not being able to offer more of the same activities on different days (Tues-Thurs). |
| Not enough time to do it all. Limits family personal time. |
| Overload on busses. Busses not arriving on time to pick up the kids. |
| -same 4 or 5 students who lie about going to a club but end up sneaking outside or going down to the high school |
| Some bus issues. I really like to see the buses come on time. |
| Some staff are resistant to new procedures and policies. |
| teachers did not full commit to everyweek and have been unorganized! |
| That everything seems to be under my realm of responsibility, even things like the sports bus and late athletes. |
| The Recreation Department Team does not consistently reply to phone calls or e-mails. Additionally, I find that when suggesting new initiatives my efforts are mired in a lengthy procurement process. |
| time constraints to get the paper work done for reports to the Rec Dept |
| Transportation issues and a lack of teacher willingness to stay after school and work with the kids. |
| We have a lot of student interest, but not a lot of participation from the staff, and not a lot of funding to make it worth while to the staff that is willing to participate. |

After School Activities Coordinator Survey
Open-Ended Data
Question #10

23. If you have additional comments about RecExtra and the work that you do as an After School Activities Coordinator, please include them here.

1. Would like to get more people to come into the program with new and creative programs.

I feel that my job is required to continue the values that i have brought to the After School Activity Program this year. We can only keep getting better from here on out.

I would like for there to be more open communication between the administration at my school and the people at RecExtra. The expectations of an ASAC need to be understood by everyone in the school.

It is easier this year my second year then last year my first year. Looking forward to next year a little easier since majority of templets are already set and presently starting to look at sponsors for next year.

It would be nice if the Department of Recreation could provide more activites after school for our students.

No other comments.

none

The Eastern Staff and I appreciate the additional funding.

The only thing I would like to add is; If we can only have the buses come on time @ 4:15 p.m. otherwise, parent called all the time asking why the child is not home when they are supposed to be at home. Why buses are always late. That was a BIG issue this year.